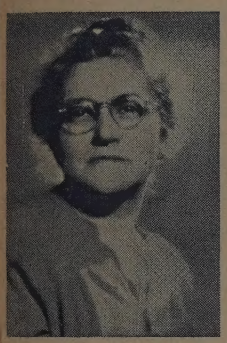
National Congress Bulletin

JANUARY 1953 PUBLISHED BY THE NATIONAL CONGRESS OF PARENTS AND TEACHERS • CHICAGO 5 • VOL. 20, NO. 5

# Dear P.T.A. Presidents:



Mrs. Newton P. Leonard

A VERY happy New Year to you! In the parent-teacher calendar, January is midway in the year. It is a time when we take a swift look backward to review our accomplishments and omissions. We need not stop long; for, however much we have achieved, much remains to do. Let us then face forward resolutely and welcome the future as an opportunity for action.

**● Have you made any resolutions yet?**

Probably you don't write them down in a secret diary now as you did when you were a youngster. But it is good and profitable to spend a few hours alone thinking hard and earnestly about what needs to be done, and then to make a firm pact with oneself to act. Such resolutions are like the guard rails along a road at night; we may ignore them as long as we keep to our course, but if we relax and veer from the road, they loom up and warn us to mind our steering.

On our responsibility to the P.T.A. we need to make well-considered resolutions, girded with a determination to carry them out.

**● As P.T.A. leaders, may we not resolve to attain an ever deepening understanding of the philosophy and purposes of the parent-teacher movement?**

Let us grow daily more aware that in the P.T.A. we have the means to achieve for all children what no single pair of parents—however capable, devoted, and wealthy—can accomplish for their own child. For no one can be sheltered in a hothouse; everyone is exposed to the social climate of his time, which is produced by his fellow citizens. Tomorrow's world and its climate will be created by both the privileged child and the neglected child. Both will have to live in it and be affected by the conduct of the other. Let there be no neglected children. Tomorrow's community of your children and grandchildren and mine will pay the toll for crime, corruption, and blighted lives if today we let any group of children grow up ignorant, fear-ridden, obsessed with hate, devoid of spiritual and moral values. Parents can protect their children and their children's future only by an equal concern for all children everywhere.

That concern for children and youth must be translated into action. Look at our Objects. To *promote*, to *raise*, to *secure*, to *bring*, and to *develop*. Let me stress, as others before me have done, that in each one is implied the idea of *doing*, of *acting*. Our Action Program abounds in suggestions for achieving these goals. Of course, you can't do everything at once. In your P.T.A., examine local needs. Choose the most pressing and concentrate on meeting those. A few well-conceived and well-executed projects in each of our more than 38,000 P.T.A.'s can make a discernible change throughout our nation.

**● Let us resolve to be parent-teacher leaders who stimulate and encourage the participation of all members.**

In parent-teacher work men and women have the opportunity to grow in responsible parenthood and citizenship. Let us enhance and multiply such opportunities. The good leader's function is to put the problem or need before the membership, to draw forth their thinking on it, and to give them the responsibility for carrying out their decisions.

**● As parent-teacher leaders, let us resolve to guard zealously our program and our organization.**

For we are the "voice" of children and the spokesman for youth. We must not squander our energies and resources by doing the work of other organizations. Often the tasks they ask of us seem to be our tasks. But we have our own program. It is a demanding one, asking of us all that we can do.

There is sound reason for not giving out our membership lists or lending the prestige of the P.T.A. name to fund-raising activities of other groups, however estimable. The National Congress of Parents and Teachers throughout the years has built a reputation. Our name carries weight—the weight of our numbers, our high purposes, our worthy achievements. But if we once let ourselves be used by others, there will be no end to requests for our help. If we work for one organization, we can have no basis for refusing another. Our energies will be exhausted, and our own program will be submerged. Some things we can do. We can give information when requested. As individuals, if we have the time and the inclination, we do assist in the activities of other organizations. But as P.T.A. members, we can not—we must not—use the P.T.A. name, prestige, or resources for the work of other organizations.

**● Finally, let us resolve to face the future fearlessly, with the optimism, the confidence, and the faith that come to us as part of our parent-teacher heritage and our American tradition.**

As Americans and parent-teacher workers, we find no problem insoluble. We face difficulties with the will to surmount them and with confidence in our problem-solving abilities. We face them with faith in our fellow men and in democratic action. We know that together—thinking together and acting together—we can mold the world to the shape of our vision, the noble vision of "a world fit for children."

* * *

Once more, let me wish you a happy New Year—happy in personal satisfactions and prosperous in service to children.

Loyally yours,

Lucille P. Leonard

*Mrs. Newton P. Leonard, President*
*National Congress of Parents and Teachers*

# ACTION PROGRAM

## Reporting an Important Conference on Juvenile Delinquency

Genuinely alarmed by the noticeable upswing in the number of children and youth brought into court for delinquencies, and faced with the fact that four times that number are picked up by police and released without court action, the United States Children's Bureau has undertaken a special campaign to help communities improve their services to these unfortunate young people.

● The National Congress of Parents and Teachers was among the thirty-five national civic organizations called to Washington, D. C., by the Children's Bureau in November 1952 for a conference on the problem. This was one of a series of meetings through which the Children's Bureau has enlisted the cooperation and help of professional and civic groups in developing standards for improved procedures and in organizing public opinion in support of sound treatment procedures.

● There is no suggestion that any agency or organization relax, even temporarily, its ongoing emphasis upon the development of healthy personalities and the prevention of delinquency. Just as we do not abandon our program for healthful living because we must provide the best possible care when members of our families become ill, so we cannot fail to use the best known methods in dealing with delinquent children, whose behavior is evidence of the breakdown of the preventive program.

● From time to time some shocking incident calls attention to deplorable practices in handling juvenile delinquents and children alleged to be delinquent. These cases may lead to long-range planning for upgrading of services, but all too often there is a temporary flurry of public interest that forces some improvement, followed by a leveling off into routines that are mediocre, inefficient, or worse. Continued study and concern are required.

● It is necessary to direct community interest to four levels of treatment: (1) the police department, whose officers are the child's first contact with the law, determining whether or not to take him into custody; (2) the detention facility, where children and youth are held temporarily pending court disposition of their cases; (3) the juvenile court, which has great discretionary powers, assisted by the probation department, which must maintain contact with the child who is making his adjustment in the community; and (4) the state school, to which delinquent children and youth are committed, not for punishment but for treatment and rehabilitation. It is of paramount importance that these services be performed by qualified personnel in accordance with standard procedures determined in the light of the best available information.

● Obviously the National Congress of Parents and Teachers will accept its share of responsibility for bringing communities to grips with this whole pressing problem.

● This project will be one that your unit will wish to pursue over a long period of time, taking care to bring the community along with you as you work. Your first step will be to provide yourself with information about the general problem as it exists in your community. We suggest that you begin by referring to the December 1952 issue of the *National Congress Bulletin.* You will find that in the "Legislation Program, Recommendations for State Congresses," we have directed your attention to the area of juvenile detention. We shall follow through with a comprehensive program comprising definite suggestions for your use. You will wish to read the article "A New Start on an Old Problem" by Martha M. Eliot, Chief of the Children's Bureau, in the January *National Parent-Teacher.* Another useful tool will be the December number of *The Child,* published by the Children's Bureau. This is a special juvenile delinquency issue, available for fifteen cents from the Superintendent of Documents, U.S. Government Printing Office, Washington 25, D. C.

**ADMINISTRATION ACTION COMMITTEE**
*Mrs. Rollin Brown, Chairman*
*Dr. John Headley*
*Mrs. James P. Ryan*

**NATIONAL CONGRESS BULLETIN**

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## *Special Notice*

The National Congress of Parents and Teachers has not authorized the publisher of any encyclopedia to take subscriptions to the *National Parent-Teacher* magazine either separately or as a premium device in connection with the encyclopedia. If agents making such offers approach P.T.A. members in your community, please get their names and addresses and notify the National Congress. The *National Parent-Teacher* is not sold on newsstands or by commercial agents.

## The Action Program

*for*

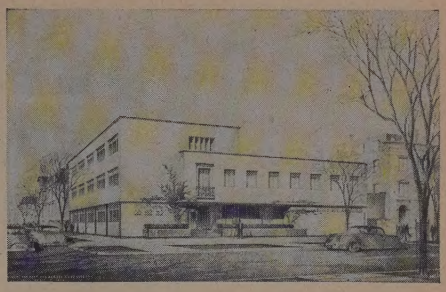
● **Better Homes**

● **Better Schools**

● **Better Communities**

● Was outlined in detail in the November 1952 issue of the *National Congress Bulletin.* For information concerning reprints of the program, please write to your state congress office. You will find the address of your state office on your membership card.

# Headway on Headquarters!



- **Is YOUR P.T.A. doing its full share toward building a national headquarters?**
- **Are all your NEW MEMBERS familiar with this project?**
- **Have all of them had an opportunity to contribute?**
- **Will YOUR STATE rank high in the list of donors?**

**This is a great P.T.A. project that we have undertaken, and we have never failed to finish what we have started. So come on, everyone—let's wind up this campaign with a real parent-teacher flourish!**

COMPARE your record with that listed in the May 1952 issue of the *Bulletin*. The three states that have long headed this list are still in the lead: Georgia, now with twenty-two cents a member; Wyoming, with twenty-one; and Rhode Island, with sixteen. Colorado is pushing close with fifteen cents, and Idaho now ties with South Dakota with fourteen. Seven more states (Iowa, Maine, Nebraska, Nevada, Utah, Vermont, and Washington) have contributed at least ten cents a member to headquarters.

Special credit for these last months should go to Nevada and Tennessee for having raised their averages by three cents a member—Nevada from ten to thirteen cents, and Tennessee from six to nine cents.

Seven other states have raised their averages two cents a member since April 15, 1952: Iowa, Maine, New York, North Dakota, Utah, Washington, and Wisconsin.

Judging from contributions being received at the National Office, *we predict* that several other states will have taken big strides by the time of our next calculation. Watch, for example, Kentucky and New Jersey.

## CONTRIBUTIONS AS OF NOVEMBER 15, 1952

| | Total | Per Member |
|---|---|---|
| Alabama | $9,219.56 | 7¢ |
| Arizona | 2,448.21 | 7 |
| Arkansas | 3,886.08 | 4 |
| California | 34,608.05 | 5 |
| Colorado | 14,192.00 | 15 |
| Connecticut | 4,951.50 | 7 |
| Delaware | 757.50 | 5 |
| D. C. | 612.78 | 2 |
| Florida | 13,380.59 | 9 |
| Georgia | 25,884.19 | 22 |
| Hawaii | 666.91 | 2 |
| Idaho | 4,008.06 | 14 |
| Illinois | 24,368.27 | 7 |
| Indiana | 17,717.67 | 11 |
| Iowa | 6,776.96 | 8 |
| Kansas | 6,550.19 | 7 |
| Kentucky | 3,519.45 | 3 |
| Louisiana | 1,834.55 | 4 |
| Maine | 2,176.84 | 11 |
| Maryland | 5,010.25 | 9 |
| Massachusetts | 2,660.13 | 4 |
| Michigan | 13,729.03 | 7 |
| Minnesota | 9,785.90 | 8 |
| Mississippi | 4,752.78 | 9 |
| Missouri | 12,797.06 | 8 |
| Montana | 922.21 | 5 |
| Nebraska | 5,335.57 | 12 |
| Nevada | 792.35 | 13 |
| New Hampshire | 795.62 | 6 |
| New Jersey | 17,825.63 | 8 |
| New Mexico | 1,157.43 | 7 |
| New York | 12,738.16 | 6 |
| North Carolina | 4,886.28 | 3 |
| North Dakota | 2,073.58 | 9 |
| Ohio | 30,617.90 | 8 |
| Oklahoma | 6,806.72 | 7 |
| Oregon | 5,614.76 | 7 |
| Pennsylvania | 22,804.93 | 8 |
| Rhode Island | 4,354.57 | 16 |
| South Carolina | 1,566.19 | 5 |
| South Dakota | 3,244.60 | 14 |
| Tennessee | 16,836.77 | 9 |
| Texas | 15,380.49 | 5 |
| Utah | 7,299.14 | 12 |
| Vermont | 2,075.93 | 12 |
| Virginia | 6,498.96 | 6 |
| Washington | 12,927.48 | 10 |
| West Virginia | 3,023.77 | 4 |
| Wisconsin | 6,622.06 | 9 |
| Wyoming | 1,622.73 | 21 |

**Foremost among P.T.A.'s in contributions per member to the national headquarters fund (as shown in National Office records) is:**

**HAZEL P.T.A.**
**Hazel, South Dakota**
**82 cents a member!**

**This is more than three times the amount for which an Honor Award is given.**

## COME TO OKLAHOMA!

• In this spacious Municipal Auditorium in Oklahoma City, the National Congress will hold its 1953 convention. The hall accommodates ten thousand persons. Sessions will be held from May 18 through May 20.

Parent-teacher groups should be making plans now to send delegates. The local unit, council, district, or state congress may pay part or all of a delegate's expenses from its treasury. Or it may hold a special fund-raising event to defray the costs of sending a representative. Share the inspiring experience of a national convention by sending a delegate to bring a first-hand account to your unit.

# WHAT OUR CONGRESS PARENT-TEACHER GROUPS ARE DOING...

## The Door in the Wall

A FAMOUS "first"—the dramatization of Marguerite de Angeli's Newbery prize story, *The Door in the Wall*—can be credited to the enterprising Lawrence, Kansas, Council. The touching story of Robin, a crippled child who lives in the Middle Ages, suggested a play to Mrs. Gladys Six, a teacher, P.T.A. member, and associate of the children's theater there. Together with Bernita Mansfield, also a teacher, she adapted it for the stage, and the first performance was given last October 23.

The play was sponsored by the parent-teacher council, as well as the public school system and the recreation commission. Parent teams carried the burden of production—making and painting sets, creating costumes, collecting properties, doing research for authentic music and games of the period, handling seating and transportation. The general chairman was Mrs. Frank T. Stockton, another veteran P.T.A. member.

Following her usual practice in presenting children's plays, Mrs. Six used two complete casts so that more children might have the joy of taking part. The majority of the players were ninth-graders, assisted by a few adults and senior high school students.

Marguerite de Angeli, author of the book, and her husband, John de Angeli, were guests in Lawrence for the week. A community reception was given in their honor at the public library.

*The Door in the Wall* was inspired by this passage from *Revelations*: "Behold, I have set before thee an open door, and no man can shut it. . ." Psychologists at the University of Kansas saw extensive future use for the play with handicapped children.

• Smiling after the premiere of ***The Door in the Wall*** are the author, Marguerite de Angeli (seated, center), and the book's adapters, Bernita Mansfield (left) and Gladys Six (right). Behind them stand (left to right) W. D. Wolfe, superintendent of Lawrence schools; Ruth Gagliardo; Mrs. W. C. Cottle, president of the council; and L. J. Heeb, director of recreation.

### Safety On Wheels

Drivers will find it easier to distinguish bicycle riders on the roads at night or in driving rain because of safety measures promoted by the Illinois Congress. Reflector tape, placed on the front and rear wheels of the bicycle, enables youngsters to be seen at a distance and helps prevent sideswiping by oncoming cars. Together with business and safety groups, Illinois P.T.A.'s introduced the tape into Chicago and Rockford, Illinois, schools last spring.

The children cooperated eagerly in the campaign. They listened as police officers told also of the need for head lights and rear reflectors to ensure maximum visibility. Safety pledge cards were distributed, and another vigorous step was taken in the reduction of traffic accidents—still the greatest cause of accidental death.

### Comic Relief

The parents of the Woodley P.T.A. in Hattiesburg, Mississippi, discovered how to cope with comics—or more accurately, with the absence of almost any other reading matter for their children during the summer. The children of that school district were three miles from the only public library in town. The smaller children were too young to go on the bus, the older ones too entranced in their comic books to make the jaunt.

*Mrs. Paul Henzler, president of the Woodley P.T.A., decided to approach the head of the public library in town. Would it be possible for the P.T.A. to borrow some of its juvenile collection for the summer? Mrs. Brooks, the librarian, was very responsive and promised the books. But who would staff this summer library?*

The librarian of Hattiesburg Junior High School came to the rescue. She was promptly appointed supervisor, with library science students from Mississippi Southern College as assistants. Two hundred and fifty books were transported to the second grade room at Woodley School. The room faced a courtyard and supplied toilet and fountain facilities, so that it was an independent unit.

Every Wednesday morning a story-and-record hour was held. Preschoolers

came to look at picture books and get acquainted with the school building. At the end of the summer more than half the school enrollment had made use of the library. (And only one book was lost.)

"Best of all," says Mrs. W. W. Murphy, publicity chairman, who relayed this story to us, "what had begun as a P.T.A. project developed into a cooperative undertaking on the part of the school, the college, and the public library."

### Court of Public Opinion

A mock trial with a jury of two hundred parents and teachers replaced the usual P.T.A. meeting in Donelson, Tennessee, one evening last spring. Mrs. Fred H. Aiken, who was present at the session, tells the story:

"Judge Henry Todd smartly tapped the gavel, Court Officer Earl Hawkins began his 'Oyez, oyez,' and the Donelson Court of Public Opinion was in session. And what a hilarious session! For those on trial were the 'delinquent' fathers who failed to attend P.T.A. meetings."

The men pleaded not guilty, maintaining that they had stayed home with the children to permit their wives to attend. This was rejected as a weak defense, and the court fined each five dollars for the playground fund.

Chairmen's reports for the year were read, and a business session followed. Before adjourning, Judge Todd, who in real life presides in Nashville General Sessions Court, praised the fine spirit of the evening. "If anyone asked what a P.T.A. should do during the year, my answer would be to hand them these reports. You are proud of yourself and I'm proud of you."

### In the Public Eye

When you read of P.T.A.'s in the news, you can usually be sure that behind the story is a canny publicity chairman who knows the value of good press relations, gets news releases in early, and always alerts her local papers to important P.T.A. events. Alameda, California, Council has such a chairman in Mrs. A. C. Eicholz. She knows that councils have a service to perform to the community at large—announcing forthcoming projects, introducing new officers, and relating parent-teacher history.

The *Alameda Times-Star* also knows a newsworthy story when it sees it; so last summer it devoted a full-page spread to the P.T.A.-sponsored Well Baby Clinic. It told of Mrs. C. R. Bartalini's efforts to secure parent-teacher volunteers for the clinic, where she has fruitfully served for the past fifteen years. She assigns each unit to a different day at the clinic and sees to it that substitutes are ready when family emergencies or illness prevents mothers from helping out.

• Judge Henry Todd (foreground) presides over a mock trial by Donelson (Tennessee) P.T.A. Earl Hawkins, Court Officer, is at the left as William Highers, husband of the principal, testifies. He was one of the defendants and was sentenced to 11 months and 29 days in his wife's custody. The jury is the audience.

What do these P.T.A. volunteers do? The *Alameda Times-Star* tells the story in pictures from weighing-in to final examination. They register the mothers who attend, weigh and measure the babies, amuse them while they wait, and handle routine clerical work so that doctors and nurses may devote more time to examining the infants and talking with their parents.

The Well Baby Clinic is actually a conference, held three times a week during the year in the local health center or in housing projects by the Alameda Health Department. At least two P.T.A. members, representing the city's twelve units, assist the medical staff. As the name indicates, it serves only healthy infants; mothers whose infants are ill are advised to consult their own physicians.

The newspaper's graphic account of this outstanding P.T.A. project is only one in its excellent coverage of council events. Last spring, for example, it devoted three pages to a presentation of the forthcoming fall program. New officers of each unit were photographed, association news was assembled, the Objects were prominently listed, and parent-teacher practices were discussed at length. Local papers—and publicity chairmen—please copy!

### Youth Center

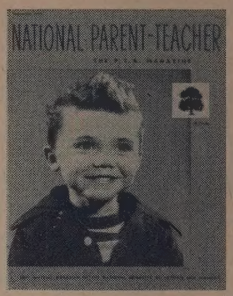
If faith shall move mountains, the united will of a parent-teacher association and a welfare group has accomplished a minor miracle. It has transported a WAC mess hall to the site of a former officers' club to create a new recreation center for high-school youngsters. The scene of this cooperative effort was Gulfport, Mississippi, with Gulfport High School P.T.A. and the Junior Auxiliary as its champions.

A city of 25,000, Gulfport already had a center for junior high school students, with a full-time director. But it could not meet the needs of older youth; additional space was needed, and so the P.T.A. began its campaign. Members of the executive board approached Mayor Milton T. Evans, who offered to have the WAC building moved to Gulfport Field. This location provides a swimming pool and double tennis courts. It is ideal for informal parties, club meetings, and sports events.

The Junior Auxiliary, a volunteer organization, then came forward with a check for one thousand dollars. In accepting this contribution to the project, Mrs. Clarke Wilson, president of the P.T.A., said, "It should be a long-term investment in the youth of the city and will be a real addition to the facilities for good home, school, and recreational environment."

Private citizens quickly volunteered their services. An electrician offered to install the fixtures donated by a local company, and a furniture dealer asked permission to furnish the building. All of Gulfport's resources were tapped in this united effort to help the city's most precious asset, its young people.

# THE *Fifty-or-More* AND THE *Hundred-or-More* CLUBS



© *Eva Luoma*

THE bells of the parent-teacher New Year are ringing joyous congratulations to the 179 P.T.A.'s that have won membership in the Fifty-or-More Club. Each of these associations has sent in at least fifty subscriptions to *National Parent-Teacher: The P.T.A. Magazine.*

For the 58 associations that start 1953 as members of the Hundred-or-More Club the bells peal triumphantly. An especially jubilant paean must be rung for Morningside P.T.A. of Atlanta, Georgia, which for the second successive year heads the list, this year with 370 subscriptions.

Magazine chairmen of these units—some of them very large associations, some very small—may ring out the old year assured that they have done real service to children and youth. They have brought to those responsible for the rearing and guidance of children and young people a reliable source of information and warm, understanding counsel.

If your association is not listed below, ring in the New Year with a resolution to be on the next and final list of Fifty-or-More and Hundred-or-More clubs, which will be published in the *Bulletin* for May.

## HUNDRED-OR-MORE

| | | |
|---|---|---|
| Morningside | Atlanta, Ga. | 370 |
| Linden Elem. | Columbus, Ohio | 341 |
| Dundalk | Dundalk, Baltimore, Md. | 320 |
| East Rome | Rome, Ga. | 309 |
| East River | Atlanta, Ga. | 246 |
| Jefferson | Erie, Pa. | 214 |
| Amity | Deer Park, Ohio | 208 |
| Bosse High | Evansville, Ind. | 202 |
| Sylvan Hills Elem. | Atlanta, Ga. | 194 |
| Monroe | Davenport, Iowa | 185 |
| Joel Chandler Harris | Atlanta, Ga. | 174 |
| Edgemont | Rocky Mount, N.C. | 172 |
| East High | Erie, Pa. | 157 |
| Hyde | Wichita, Kans. | 155 |
| Franklin | Great Falls, Mont. | 138 |
| Peterson | Chicago, Ill. | 137 |
| Buchanan | Lewistown, Pa. | 137 |
| Pratt Elem. | Malvern, Ark. | 133 |
| Ogden | Beaumont, Texas | 118 |
| Forest Avenue | Montgomery, Ala. | 116 |
| Trumbull | Chicago, Ill. | 114 |
| Harding | Erie, Pa. | 114 |
| Minnehaha | Vancouver, Wash. | 114 |
| Mary Lyon-Oak Ridge | Royal Oak, Mich. | 110 |
| Perkins | Des Moines, Iowa | 109 |
| Jackson | Kingsport, Tenn. | 109 |
| Northboro | West Palm Beach, Fla. | 108 |
| Vidalia | Vidalia, Ga. | 108 |
| Morningview | Montgomery, Ala. | 107 |
| Hugh Goodwin | El Dorado, Ark. | 107 |
| Washington Grade | Bellingham, Wash. | 107 |
| Coral Gables Elem. | Coral Gables, Fla. | 106 |
| Marion Park | Meridian, Miss. | 106 |
| Sutherland | Chicago, Ill. | 105 |
| Linden | Fremont, Nebr. | 105 |
| Lee | Birmingham, Ala. | 104 |
| Polk | Ogden, Utah | 104 |
| Hibbing High | Hibbing, Minn. | 103 |
| Monroe | Omaha, Nebr. | 102 |
| Encanto | Phoenix, Ariz. | 101 |
| S. M. Inman | Atlanta, Ga. | 101 |
| Main Street | Glen Ellyn, Ill. | 101 |
| Wallace Elem. | Des Moines, Iowa | 101 |
| North Caldwell | North Caldwell, N.J. | 101 |
| Mt. Pleasant | Mt. Pleasant, N.C. | 101 |
| North Avondale | Cincinnati, Ohio | 101 |
| Cleveland Avenue | Camden, Ark. | 100 |
| Spring Street | Atlanta, Ga. | 100 |
| Ponce de Leon | Decatur, Ga. | 100 |
| Henry Reis | Evansville, Ind. | 100 |
| Whitfield | Jackson, Miss. | 100 |
| Hightstown | Hightstown, N.J. | 100 |
| Elizabeth | Charlotte, N.C. | 100 |
| Myrtle Underwood | Raleigh, N.C. | 100 |
| Sedge Garden | Winston-Salem, N.C. | 100 |
| Forest Hills | Wilmington, N.C. | 100 |
| William Penn | Salt Lake City, Utah | 100 |
| Roosevelt | Wauwatosa, Wis. | 100 |

## FIFTY-OR-MORE

| | | |
|---|---|---|
| Maple Avenue | Claremont, N.H. | 97 |
| Hamilton | Fort Wayne, Ind. | 95 |
| State Road | Parma, Ohio | 95 |
| Berley-Cassingham | Columbus, Ohio | 93 |
| Boulder City | Boulder City, Nev. | 92 |
| Needham Broughton High | Raleigh, N.C. | 92 |
| Arlington | Arlington, S.D. | 92 |
| McKinley | Wauwatosa, Wis. | 91 |
| Washington | Parsons, Kans. | 88 |
| Chester Bolton | Cleveland, Ohio | 87 |
| Oxford | Cleveland Heights, Ohio | 86 |
| Whittier | Salt Lake City, Utah | 85 |
| Capitol Heights Elem. | Montgomery, Ala. | 84 |
| Logan | Moline, Ill. | 84 |
| Steele | Harrisburg, Pa. | 84 |
| Longfellow | Iowa City, Iowa | 83 |
| Highland Park | Salt Lake City, Utah | 83 |
| Clay-Genoa | Genoa, Ohio | 81 |
| Decatur High | Decatur, Ga. | 80 |
| Franklin | Marshalltown, Iowa | 80 |
| Fredrick Woodward | Wilson, N.C. | 80 |
| Quindaro | Kansas City, Kans. | 78 |
| West Jackson | Jackson, Tenn. | 78 |
| Fairview | Camden, Ark. | 77 |
| Jackson Park | Kannapolis, N.C. | 77 |
| Sawyer Avenue | Chicago, Ill. | 76 |
| Central Jr. High | Greensboro, N.C. | 76 |
| Lanier | Montgomery, Ala. | 75 |
| Bunker Hill | Washington, D.C. | 74 |
| Komarek | Riverside, Ill. | 74 |
| Washington-Jefferson | Bettendorf, Iowa | 74 |
| Kinder | Kinder, La. | 74 |
| Lincoln | Pottstown, Pa. | 74 |
| Oakmont | Dickson, Tenn. | 74 |
| Emerson | Madison, Wis. | 74 |
| Shorewood Hills | Madison, Wis. | 74 |
| East Ward | Gulfport, Miss. | 73 |
| Clara Hearne | Roanoke Rapids, S.C. | 73 |
| Cherry Hill | River Edge, N.J. | 71 |
| Westwood | Cincinnati, Ohio | 71 |
| Training School | Murfreesboro, Tenn. | 71 |
| Eagleton | Denver, Colo. | 70 |
| Highland | Rockford, Ill. | 70 |
| Grant | Davenport, Iowa | 68 |
| Scottsburg | Scottsburg, Ind. | 68 |
| Campbell | Springfield, Mo. | 68 |
| Newell | Newell, S. D. | 68 |
| Roosevelt | Arlington, N.J. | 67 |
| McKay Elem. | Chicago, Ill. | 66 |
| W. H. Isley | Wichita, Kans. | 66 |
| 5th Ward | Lewistown, Pa. | 66 |
| Cumberland | Milwaukee, Wis. | 66 |
| Cleveland | Cleveland, Miss. | 65 |
| Mark Twain | Poplar Bluff, Mo. | 65 |
| Wayne Street | Lewistown, Pa. | 65 |
| Alger | Philadelphia, Pa. | 65 |
| Ben Franklin Elem. | Wichita Falls, Texas | 65 |
| Miami Beach Jr.-Sr. | Miami Beach, Fla. | 64 |
| Hibbard | Chicago, Ill. | 64 |
| Roosevelt | Hutchinson, Kans. | 64 |
| Uintah | Salt Lake City, Utah | 64 |
| New Sheffield | Aliquippa, Pa. | 63 |
| Nederland | Nederland, Texas | 63 |
| Nebraska | Fort Wayne, Ind. | 62 |
| Lakewood Preschool | Lakewood, Ohio | 62 |
| Garfield | Aberdeen, S.D. | 62 |
| Menger | Corpus Christi, Texas | 62 |
| Bret Harte | Chicago, Ill. | 61 |
| J. C. Nichols | Kansas City, Mo. | 61 |
| Brookings | Brookings, S.D. | 61 |
| Delano | Chicago, Ill. | 60 |
| William Penn Nixon | Chicago, Ill. | 60 |
| MacDowell | Detroit, Mich. | 60 |
| Kennedy-Silverton | Cincinnati, Ohio | 60 |
| Frederick | Frederick, S.D. | 60 |
| Wright | Beloit, Wis. | 60 |
| West Side Elem. | Benton, Ark. | 59 |
| Wythe Elem. | Hampton, Va. | 59 |
| Seminole Heights | Tampa, Fla. | 58 |
| Palmer | Chicago, Ill. | 58 |
| Concord Twp. | Elkhart, Ind. | 58 |
| Oak Grove | Kansas City, Kans. | 58 |
| Hickory Grove Grade | Mission, Kans. | 57 |
| Corinth | Kansas City, Mo. | 57 |
| Lowell | Sioux Falls, S.D. | 57 |
| Sauk City | Sauk City, Wis. | 57 |
| Edgewater | Denver, Colo. | 56 |
| Irving | Centralia, Ill. | 56 |
| Haddon Heights | Haddon Heights, N.J. | 56 |
| Barrett | Birmingham, Ala. | 55 |
| Sidney Lanier | Brunswick, Ga. | 55 |
| Northside | Hutchinson, Kans. | 55 |
| Shawnee Mission High | Merriam, Kans. | 55 |
| Samuel Adams | Wichita, Kans. | 55 |
| Clinton | Clinton, N.C. | 55 |
| Euclid-Shore | Euclid, Ohio | 55 |
| Milner Crest | Coos Bay, Ore. | 55 |
| Searcy Elem. | Searcy, Ark. | 54 |
| Ben Franklin | Glen Ellyn, Ill. | 54 |
| Edison | Rock Island, Ill. | 54 |
| Collins Tract | Collingswood, N.J. | 54 |
| South Sioux | Sioux Falls, S.D. | 54 |
| Lake Bluff | Milwaukee, Wis. | 54 |
| 68th Street | Milwaukee, Wis. | 54 |
| Brinkley | Brinkley, Ark. | 53 |
| N. B. Cook | Pensacola, Fla. | 53 |
| Vogel | Evansville, Ind. | 53 |
| McKinley | Charles City, Iowa | 53 |
| Overland Park | Overland Park, Kans. | 53 |
| Carter | Wichita, Kans. | 53 |
| Rocky Mount | Rocky Mount, N.C. | 53 |
| Franklin | Ardmore, Okla. | 53 |
| Leonard Grade | Clearfield, Pa. | 53 |

| | | |
|---|---|---|
| Williams Elem. | Williams, Ariz. | 52 |
| Canton | Collinsville, Conn. | 52 |
| Bryan | Washington, D.C. | 52 |
| Lincoln | Moline, Ill. | 52 |
| Dubois | Springfield, Ill. | 52 |
| Haley-Home | Stickney, Ill. | 52 |
| Woodland | Wichita, Kans. | 52 |
| Leonard | Malden, Mass. | 52 |
| Jarrett Jr. High | Springfield, Mo. | 52 |
| Laurinburg | Laurinburg, N.C. | 52 |
| Oxford | Oxford, N.C. | 52 |
| Margaret Park | Akron, Ohio | 52 |
| St. Andrews | Erie, Pa. | 52 |
| Kingsbury | Memphis, Tenn. | 52 |
| Athens | Athens, Ala. | 51 |
| Dexter | Prescott, Ariz. | 51 |
| Stephens | Stephens, Ark. | 51 |
| Wilson | Wilson, Ark. | 51 |
| Bella Vista | Oakland, Calif. | 51 |
| Hendricks Avenue | Jacksonville, Fla. | 51 |
| Hialeah Jr. High | Hialeah, Fla. | 51 |
| Winship | Macon, Ga. | 51 |
| Morrill | Chicago, Ill. | 51 |
| Mark Twain | Kansas City, Kans. | 51 |
| Belmont Avenue | Dover, N.J. | 51 |
| Clara J. Peck | Greensboro, N.C. | 51 |
| Forest Grove | Forest Grove, Ore. | 51 |
| Colfax | Pittsburgh, Pa. | 51 |
| Lake City | Lake City, S.C. | 51 |
| Eclectic | Eclectic, Ala. | 50 |
| Blenman | Tucson, Ariz. | 50 |
| Senior High | Blytheville, Ark. | 50 |
| Prairie Grove | Prairie Grove, Ark. | 50 |
| Woodridge | Washington, D.C. | 50 |
| Clearwater Jr.-Sr. High | Clearwater, Fla. | 50 |
| Harris Elem. | Key West, Fla. | 50 |
| Morningside | Miami, Fla. | 50 |
| Hillsborough High | Tampa, Fla. | 50 |
| Geo. W. Adair | Atlanta, Ga. | 50 |
| Southwest High | Atlanta, Ga. | 50 |
| Emma Roach | Evansville, Ind. | 50 |
| Jordan | Boone, Iowa | 50 |
| Elmwood | Des Moines, Iowa | 50 |
| Roosevelt | Sioux City, Iowa | 50 |
| Morgan | Hutchinson, Kans. | 50 |
| Roosevelt | Kansas City, Kans. | 50 |
| Riverview | Wichita, Kans. | 50 |
| Gorenflo | Biloxi, Miss. | 50 |
| Highland | Meridian, Miss. | 50 |
| Mason | St. Louis, Mo. | 50 |
| Howard | Grand Island, Nebr. | 50 |
| Haledon | Haledon, N.J. | 50 |
| Biltmore | Asheville, N.C. | 50 |
| David Millard Jr. High | Asheville, N.C. | 50 |
| Aycock | Greensboro, N.C. | 50 |
| Richlands | Richlands, N.C. | 50 |
| Jefferson | Bartlesville, Okla. | 50 |
| Paul Revere | Tulsa, Okla. | 50 |
| Gresham Grade | Gresham, Ore. | 50 |
| Washington | Erie, Pa. | 50 |
| Oakland | Johnstown, Pa. | 50 |
| Logan | Lewistown, Pa. | 50 |
| 7th Ward | Lewistown, Pa. | 50 |
| Betsy Ross | York, Pa. | 50 |
| Lakewood | Norfolk, Va. | 50 |
| Wasena | Roanoke, Va, | 50 |

Director of Field Service: Marguerite M. Scheid
Field consultants: Ellen Dell Bieler • Dema Kennedy
*Through Our Fieldglass* is prepared from material gathered by members of the field staff "on location."

## Practical Politics

• Learning by doing is exemplified in a project jointly sponsored by a Midwest city high school and its P.T.A. The aim of the project is to give students (and their elders) first-hand knowledge of how federal laws are made.

A part of the senior course in civics and social problems is devoted to writing a legislative measure and to a study of the processes by which a bill becomes a law. The parliamentarian of the parent-teacher council then gives the students a two-week course in parliamentary procedure and the conduct of a Congressional session. The students are now ready to hold a model session of Congress. Other high schools that have a similar civics program are invited to send elected senators and representatives.

The model Congress convenes. The three meetings of the day open with prayer, with a member of the Catholic, Jewish, and Protestant faiths each officiating at one meeting. After preliminary business is completed, a graduate of the high school, representing the President of the United States, gives the State of the Union message. Students in the role of Congressmen then introduce the bills they have written. The bills are referred to the proper committees for study and action. Congress adjourns; the committees meet, discuss the bills, and reject or approve them.

At the afternoon and evening meetings the bills approved in committee are debated and voted on. The session ends with the selection of the student who has proved himself the outstanding Congressman. A trophy is awarded to him.

There is a visitors gallery so that parents, teachers, and others may share this demonstration-lesson in citizenship. We suggest the addition of a press gallery, which would ensure this excellent project the publicity it deserves. Citizenship, legislation, parliamentary procedure, parent education, high school service—all these areas of P.T.A. work are combined in it.

• The camera caught the recent leadership training institute in Billings, Montana, in full session. The circle directly in front of the lens includes Mrs. Marion F. Crawford, state president (foreground right), and Oliver Peterson, state chairman of procedure and bylaws (immediate foreground left). Mrs. Marguerite M. Scheid, director of field service, talks with a discussion group in the background at left. More than one hundred persons attended the institute to consider techniques for promoting good parent-teacher programs.

## School Board Attends Institute

The school board of a town in the Southwest postponed its regular meeting at the request of P.T.A. officers and spent the evening instead at a session of a leadership training institute! The school superintendent and two elementary principals attended also. There was free and open discussion by school board members, school administrators, and P.T.A. officers under the leadership of the field consultant. The P.T.A. leaders are confident the discussion was just what was needed.

**May 18, 1953**

**Opening of the**
**National Convention**
**Oklahoma City, Oklahoma**
**Oh, What a Beautiful Day!**

## MAGAZINE MEMOS

● **Marriage apprenticeship** is Reuben Hill's term for creating future family patterns out of the child's experiences in the home. If he senses the affection between his father and mother and feels their love for him, he is one step closer to a successful marriage. Dr. Hill, director of the marriage counseling service at the University of North Carolina, has a lot more to say—about dating, marriage courses, the problems of "young marrieds." Read his provocative article, "The Best Preparation for Marriage," in the January *National Parent-Teacher.*

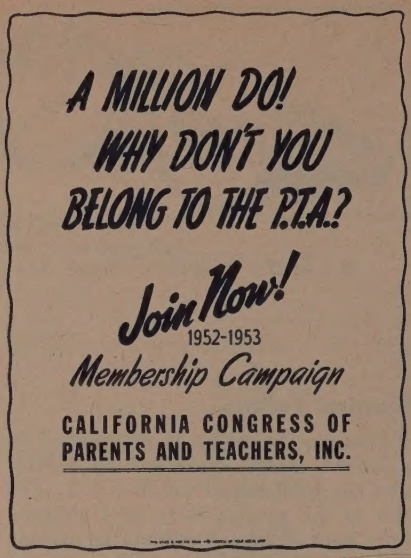
● **Classroom controversy.** The storm of recent talk about teaching methods is not *in* the classroom but revolves *around* it. Parents may wonder why less stress is put on "drill" than in their youth, why spelling isn't taught every day, or (most often) why all children don't study reading at the same age. Esther J. Swenson, professor of elementary education at the University of Alabama and author of several books on teaching, dispels some common doubts about new methods in the January *National Parent-Teacher.* She shows us how the school tries to fit its program to individual children's needs, not to a fixed pattern. You'll enjoy "Why Do Teaching Methods Change?" in the January magazine.

● **How to handle an allowance.** If a child is foolishly extravagant, it's hard to resist budgeting his allowance for him. But the authors of *The Many Lives of Modern Woman* point out the benefits of letting the child learn from his own mistakes. Read Sidonie M. Gruenberg and Hilda S. Krech in the January "N.P.T. Quiz Program". This famous mother-daughter team also discusses adult supervision at teen-agers' parties, school discipline, and the needs of an only child.

● **Drawn to scale.** Juvenile delinquency sometimes seems too large a problem to grapple with in a small community, but Martha M. Eliot, M.D., director of the Children's Bureau, sees new hope for local action in the January *National Parent-Teacher.* She traces five steps citizens can take to eliminate the causes of youthful lawbreaking in their own towns. And they can find out how well their courts and civil agencies function in the process. For "A New Start on an Old Problem" be sure to read the January issue.

● **Talking dog.** Do you remember the comic strip *Barnaby* with its dog Gorgon who learned to answer *in words?* Bonaro Overstreet draws some amusing but shrewd conclusions about "The Power To Verbalize" from its cast of characters. When we can put a problem into words, we "begin to see around it and see it whole," she says. In one of her most searching articles she explores the other meanings of words for the mind's health.

● **Send-off for '53.** Why not launch the new year and the new school term with subscriptions to the *National Parent-Teacher?* The study-course articles will help you and your friends chart a smoother course at home, and the news of education, books, and movies will keep you in touch with events in the classroom and out. To pilot your parent-teacher work throughout the year, subscribe now to the *National Parent-Teacher.*




● From California comes this effective membership campaign poster. It can be adapted for use by any state or local unit.

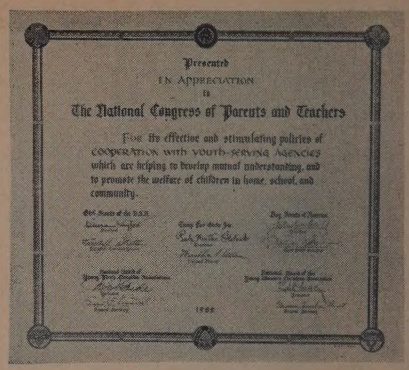
MEMBERSHIP enrollment is a year-round task. January is the time to assess the progress your state congress and your local unit have made in achieving our 1952–53 membership goals. Where do your state and your local unit stand?

February, when the new school term starts, is an especially appropriate month for intensified enrollment effort. Start now to prepare posters, distribute promotional and informational leaflets (have you checked your supply?), and get lists of parents of entering pupils.

**Goals for 1952–53**

1. **Re-enroll our 7,219,165 members immediately.**
2. **Invite into membership every parent, teacher, and interested citizen.**
3. **Bring all non-Congress units into membership with the state and national congresses.**
4. **Organize a P.T.A. in every school that has none.**

From the Sunset P.T.A. in North Versailles (Pennsylvania) Township comes a record to emulate—100 per cent membership! Every teacher in the six-grade school and one or both parents of every child are members.


Presented
IN APPRECIATION
TO
The National Congress of Parents and Teachers
For its effective and stimulating policies of COOPERATION WITH YOUTH-SERVING AGENCIES which are helping to develop mutual understanding, and to promote the welfare of children in home, school, and community.
1952

## A Citation from Youth-Serving Agencies

● In appreciation of its fruitful cooperation with youth-serving agencies, the National Congress of Parents and Teachers received the scroll reproduced above. It was presented to Mrs. Newton P. Leonard, president, at the National Board of Managers meeting on September 26, 1952, by Herold C. Hunt, superintendent of Chicago public schools, in the name of the following youth-serving groups: the Girl Scouts, the Camp Fire Girls, the Boy Scouts, and the national boards of the Y.M.C.A. and Y.W.C.A.

The expression of appreciation, Dr. Hunt declared, testifies to the very effective partnership that has been developed between the parent-teacher organization at local, state, and national levels with these agencies.

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● **The National Congress of Parents and Teachers is the organization that gives power, prestige, purpose, and significance to the letters "P.T.A." Without its leadership, guidance, constructive program of work, its supporting national contacts, and established place in the affairs of the nation, the letters "P.T.A." would not mean the same to children, school, community, or nation.**